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ABSTRACT

This paper reviews provisions of North Carolina's constitution and law relating to the goals and objectives of the Community College System, and discusses the three types of state-level planning conducted by the North Carolina Department of Community Colleges: (1) determining needs and requirements of the System, based on goals and policies of the State Board, views of the citizenry and advisory groups, economic and manpower forecasts, and sponsored research; (2) providing statewide planning services by compiling and reporting data to all institutions on a variety of topics; and (3) assisting institutions in their own planning projects. Examples of the Department's planning activities are JC 750 459, JC 750 460, and JC 750 461. (BB)

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PLANNING FOR THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM: A STATE-LEVEL PERSPECTIVE*

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OUR PRESENTATION ON A STATE-LEVEL PLANNING PERSPECTIVE HIGHLIGHTS CERTAIN PROVISIONS IN THE STATE'S CONSTITUTION AND LAWS AFFECTING THE COMMUNITY COLLEGE SYSTEM, DISCUSSES THREE TYPES OF STATE-LEVEL PLANNING, AND DESCRIBES THE WISHES AND VIEWS OF DIFFERENT INDIVIDUALS, STATE AGENCIES, AND OTHER GROUPS. WE ALSO SUMMARIZE PAST AND PRESENT PLANNING PROJECTS INVOLVING THE DEPARTMENT OF COMMUNITY COLLEGES DIRECTLY.

CONSTITUTIONAL AND STATUTORY FRAMEWORK

THE AUTHORITY TO ESTABLISH AND OPERATE THE NORTH CAROLINA SYSTEM OF TECHNICAL INSTITUTES AND COMMUNITY COLLEGES COMES FROM TWO MAIN SOURCES. THE FIRST IS THE NORTH CAROLINA CONSTITUTION. THE SECOND MAIN SOURCE OF AUTHORITY IS CHAPTER 115A OF THE NORTH CAROLINA GENERAL STATUTES, FIRST ENACTED INTO LAW BY THE GENERAL ASSEMBLY IN 1963, AND COMMONLY CALLED THE COMMUNITY COLLEGE ACT.

ARTICLE I, SECTION 15 OF THE STATE CONSTITUTION SAYS THAT, "THE PEOPLE HAVE A RIGHT TO THE PRIVILEGE OF EDUCATION, AND IT IS THE DUTY OF THIS STATE TO GUARD AND MAINTAIN THAT RIGHT."

JC 750 458

*PRESENTATION TO THE NORTH CAROLINA COMMUNITY COLLEGES' CONFERENCE ON EDUCATION FOR TOMORROW'S WORLD, CHARLOTTE, N. C., MAY 29, 1975.

ARTICLE IX, SECTION 8 STATES IN PART THAT, "THE GENERAL ASSEMBLY SHALL MAINTAIN A PUBLIC SYSTEM OF HIGHER EDUCATION, COMPRISING THE UNIVERSITY OF NORTH CAROLINA AND SUCH OTHER INSTITUTIONS OF HIGHER EDUCATION AS THE GENERAL ASSEMBLY SHALL DEEM WISE."

ARTICLE IX, SECTION 9 SAYS THAT, "THE GENERAL ASSEMBLY SHALL PROVIDE THE BENEFITS OF THE UNIVERSITY OF NORTH CAROLINA AND OTHER PUBLIC INSTITUTIONS OF HIGHER EDUCATION, AS FAR AS PRACTICABLE, BE EXTENDED TO THE PEOPLE OF THE STATE FREE OF EXPENSE."

THE STATEMENT OF PURPOSE FOR THE NORTH CAROLINA SYSTEM OF TECHNICAL INSTITUTES AND COMMUNITY COLLEGES WHICH THE GENERAL ASSEMBLY ADOPTED HAS TWO PARTS. THE FIRST PART, ADOPTED IN 1963, STATES THAT, "THE PURPOSES OF THIS CHAPTER ARE TO PROVIDE FOR THE ESTABLISHMENT, ORGANIZATION, AND ADMINISTRATION OF A SYSTEM OF EDUCATIONAL INSTITUTIONS THROUGHOUT THE STATE OFFERING COURSES OF INSTRUCTION IN ONE OR MORE OF THE GENERAL AREAS OF TWO-YEAR COLLEGE PARALLEL, TECHNICAL, VOCATIONAL, AND ADULT EDUCATION PROGRAMS, TO SERVE AS A LEGISLATIVE CHARTER FOR SUCH INSTITUTIONS, AND TO AUTHORIZE THE LEVYING OF LOCAL TAXES AND THE ISSUING OF LOCAL BONDS FOR THE SUPPORT THEREOF." THE SECOND PART, ADOPTED IN 1969 SAYS THAT, "THE MAJOR PURPOSE OF EACH AND EVERY INSTITUTION OPERATING UNDER THE PROVISIONS OF THIS CHAPTER, SHALL BE AND SHALL CONTINUE TO BE THE OFFERING OF VOCATIONAL AND TECHNICAL EDUCATION AND TRAINING, AND OF BASIC, HIGH SCHOOL LEVEL, ACADEMIC EDUCATION NEEDED IN ORDER TO PROFIT FROM VOCATIONAL AND TECHNICAL EDUCATION, FOR STUDENTS WHO ARE HIGH SCHOOL GRADUATES OR WHO ARE BEYOND THE COMPULSORY

AGE LIMIT OF THE PUBLIC SCHOOL SYSTEM AND WHO HAVE LEFT THE PUBLIC SCHOOLS."

LET'S PAUSE AND THINK A MOMENT ABOUT THESE TWO PARTS OF THE STATEMENT OF PURPOSE. THE FIRST PART HAS BEEN CALLED A"MANDATE FOR TOTAL EDUCATION," BECAUSE IT CLEARLY STATES THAT COMMUNITY COLLEGES AND TECHNICAL INSTITUTES ARE TO PROVIDE "COURSES OF INSTRUCTION IN ONE OR MORE OF THE GENERAL AREAS OF:" (1) TWO-YEAR COLLEGE PARALLEL, (2) TECHNICAL, (3) VOCATIONAL, AND (4) ADULT EDUCATION PROGRAMS.

THE SECOND PART OF THE STATEMENT OF PURPOSE SAYS IN EFFECT THAT EVERY TECHNICAL INSTITUTE AND COMMUNITY COLLEGE MUST EMPHASIZE VOCATIONAL, TECHNICAL, AND BASIC HIGH SCHOOL LEVEL ACADEMIC EDUCATION NEEDED TO PROFIT FROM VOCATIONAL AND TECHNICAL EDUCATION.

THESE, THEN ARE THE BASIC CONSTITUTIONAL AND STATUTORY PROVISIONS WHICH PROVIDE THE FRAMEWORK FOR PLANNING IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM.

THREE TYPES OF PLANNING

AT THE STATE LEVEL, WE ARE INVOLVED IN THREE MAJOR TYPES OF PLANNING. THE FIRST TYPE HAS TO DO WITH DETERMINING STATEWIDE NEEDS AND REQUIREMENTS OF THE SYSTEM, ANOTHER PROVIDES PLANNING PROGRAMS AND SERVICES TO ALL INSTITUTIONS ON A STATEWIDE BASIS, AND THE THIRD TYPE IS TO ASSIST INDIVIDUAL INSTITUTIONS AND GROUPS OF INSTITUTIONS IN PLANNING PROJECTS. NEEDS AND REQUIREMENTS MAY BE EXPRESSED AS GOALS OR POLICIES OF THE STATE BOARD OF EDUCATION, OR AS ADMINISTRATIVE PROCEDURES ISSUED BY THE STATE PRESIDENT. SUCH GOALS, POLICIES, AND ADMINISTRATIVE PROCEDURES REPRESENT THE

COLLECTIVE JUDGMENT OF THE MEMBERS OF THE STATE BOARD OR THE STATE PRESIDENT. THOSE JUDGMENTS IN TURN OFTEN DEPEND UPON ASSUMPTIONS ABOUT THE WISHES AND VIEWS OF PEOPLE FROM MANY WALKS OF LIFE THROUGHOUT NORTH CAROLINA.

WISHES AND VIEWS OF NORTH CAROLINA CITIZENS

YOU MAY ASK, "WHAT ARE SOME OF THOSE WISHES AND VIEWS? - OR "WHAT DO DIFFERENT PEOPLE AND GROUPS SAY THE NORTH CAROLINA COMMUNITY COLLEGES AND TECHNICAL INSTITUTES SHOULD BE DOING?" LET'S TAKE A LOOK AT JUST A FEW RECENT EXAMPLES.

THE COUNCIL ON STATE GOALS AND POLICY IS A GROUP OF EDUCATORS, STATE OFFICIALS, AND LEADERS FROM BUSINESS AND CIVIC LIFE. THE FIRST ANNUAL REPORT OF THIS COUNCIL, PUBLISHED IN LATE 1972, HAD THIS TO SAY:

> NORTH CAROLINA, WHICH HAS SUBSTANTIAL EXPENDITURES FOR HIGHER EDUCATION, MUST CONTINUE TO INVEST HEAVILY TO INCREASE THE RATE OF PARTICIPATION OF ITS CITIZENS IN EDUCATIONAL OPPORTUNITIES BEYOND THE HIGH SCHOOL;
>
> AND
>
> . . . THE SYSTEM OF COMMUNITY COLLEGES SHOULD BE IMPROVED AND EXPANDED, ESPECIALLY IN AREAS OF TECHNICAL TRAINING, FOR STUDENTS COMING OUT OF HIGH SCHOOL AND FOR ADULTS DESIRING IMPROVED SKILLS . . .;
>
> AND, FINALLY,
>
> . . . THE NEEDS AND DESIRES OF STUDENTS SHOULD WHEREVER POSSIBLE BE REFLECTED IN COURSE CONTENT AND OTHER SCHOOL-RELATED ACTIVITIES, WHETHER IN HIGH SCHOOL OR COLLEGE. IF COURSES ARE NOT PERCEIVED AS RELEVANT BY THE STUDENT, HE OR SHE LOSES THE INCENTIVE TO CONTINUE. THE COUNCIL DOES NOT DECRY (INDEED IT ENDORSES AND WISHES TO IMPROVE) THE CLASSICAL FORM OF EDUCATION. THE COUNCIL DOES NOT SUGGEST (INDEED, IT DOUBTS) THAT ALL COURSE CONTENT SHOULD BE APPLICABLE TO LIFE BY SUNDOWN OR BEFORE SEMESTER'S END. BUT USEFULNESS IS A MATTER ON THE MINDS OF OUR CHILDREN, AND WE SHOULD LISTEN TO WHAT THEY BELIEVE TO BE IMPORTANT AND GIVE THEM A ROLE IN PLANNING SUCH THINGS AS CURRICULA, RULES OF CONDUCT, AND FACILITIES.

In its 1973 report, the Council on State Goals and Policy repeated several of its 1972 recommendations, and further recommended ". . . that adult and continuing education needs be given expanded emphasis in degree and non-degree programs which should be offered at times and in places of maximum convenience to students," in both the community college and university system institutions. Another 1973 recommendation of the Council was ". . . that the renewed construction program continue apace until all community colleges and technical institutes have adequate space and equipment to respond to all North Carolinians who enter the doors to learn. . ."

Still another 1973 recommendation made by the Council was ". . . that the Board of Governors and the State Board of Education work together to assure that the roles of the University System and the Community College System are compatible."

The 1974 annual report of the Council on State Goals and Policy devoted most of its attention to the ideas that a moderate rate of population growth is a desirable state policy and that this moderate growth should be spread out across all parts of the state. In this regard the Council said that, "Community colleges and technical institutes have been a major factor in growth dispersal the last 10 years. The 57 institutions are located within commuting distance of 95 percent of the state's population. More than 75,000 new workers have been trained for specific new jobs. The demand for trained workers with one- and two-year vocational and technical and para-professional training

IS EXPECTED TO INCREASE OVER THE DECADE OF THE 1970's. STRONG SUPPORT BY THE STATE WILL BE REQUIRED TO KEEP UP THIS MAJOR CONTRIBUTION TO ECONOMIC GROWTH AND POPULATION DISPERSAL."

SO MUCH, AT LEAST FOR THE TIME BEING, FOR THE RECOMMENDATIONS OF THE COUNCIL ON STATE GOALS AND POLICY. NOW, WHAT HAVE OTHER GROUPS AND INDIVIDUALS SUGGESTED ABOUT FUTURE DIRECTIONS FOR AND PRESENT ACCOMPLISHMENTS OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM?

IN 1973, JAMES CHRISTENSON OF NORTH CAROLINA STATE UNIVERSITY AND THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE PUBLISHED A SERIES OF REPORTS, CALLED THROUGH OUR EYES, ON VIEWS OF A ONE PERCENT RANDOM SAMPLING OF THE 1970 STATE POPULATION, DRAWN FROM ALL NORTH CAROLINIANS LISTED IN TELEPHONE DIRECTORIES ACROSS THE STATE. VOLUME II WAS A SUMMARY OF PEOPLE'S GOALS AND NEEDS IN NORTH CAROLINA. DR. CHRISTENSON ASKED PEOPLE TO SAY WHETHER ALL LEVELS OF GOVERNMENT SHOULD SPEND LESS, THE SAME, OR MORE ON DIFFERENT SERVICES. OVERALL, EDUCATION AT ALL LEVELS WAS RANKED FOURTH HIGHEST OF EIGHT CATEGORIES THAT DESERVED MORE MONEY AND TWO CATEGORIES THAT DESERVED LESS MONEY. FORTY-FOUR PERCENT OF ALL RESPONDENTS SAID THAT COMMUNITY COLLEGES AND TECHNICAL INSTITUTES DESERVED MORE MONEY THAN THEY HAD BEEN GETTING, AND ONLY SEVEN PERCENT SAID THEY DESERVED LESS.

IN LATE 1973, WILBUR JACKSON AND NANCY LYTLE, TWO GRADUATE STUDENTS IN BUSINESS ADMINISTRATION AT UNC - CHAPEL HILL, CONDUCTED A STUDY, UNDER THE DIRECTION OF

PROFESSOR DAVID HUGHES, OF HOW A RANDOM SAMPLE OF NORTH CAROLINA TAXPAYERS THOUGHT ADDITIONAL STATE MONEY SHOULD BE SPENT. THE SAMPLE INCLUDED APPROXIMATELY 15 OUT OF EVERY 10,000 TAXPAYERS. ON THE AVERAGE, THOSE WHO REPLIED TO THE QUESTIONNAIRE SAID THAT ABOUT 9.2 PERCENT OF ALL NEW STATE TAX DOLLARS SHOULD BE SPENT ON COMMUNITY COLLEGES, COMPARED WITH AN OVERALL 6.5 PERCENT IN 1973-74. THIS WAS THE FOURTH HIGHEST PERCENTAGE FOR TWELVE EXPENDITURE CATEGORIES, AND WAS EXCEEDED ONLY BY PUBLIC SCHOOLS AT 13 PERCENT, MEDICAL CARE AND HOSPITALS AT 13 PERCENT, AND PUBLIC HEALTH AT 11.2 PERCENT. OF THOSE WHO PROPOSED TO SPEND MORE STATE MONEY ON COMMUNITY COLLEGES, 64 PERCENT FAVORED EXPANDING VOCATIONAL PROGRAMS, 61 PERCENT WISHED TO EXPAND TECHNICAL TRAINING, 44 PERCENT WERE IN FAVOR OF IMPROVING COLLEGE TRANSFER PROGRAMS, AND ONLY 11 PERCENT DESIRED MORE RECREATIONAL TRAINING.

IN A SET OF POLICY GUIDELINES ISSUED IN 1974 FOR DEVELOPING THE 1975-77 STATE BUDGET, GOVERNOR JAMES E. HOLSHOUSER, JR., HAD SEVERAL THINGS TO SAY THAT RELATED DIRECTLY OR INDIRECTLY TO THE COMMUNITY COLLEGE SYSTEM. TWO VERY IMPORTANT SUGGESTIONS HE MADE WERE THAT:

> ATTENTION SHOULD BE DIRECTED TOWARD INDUSTRIES THAT PAY WAGES HIGHER THAN THE NATIONAL AVERAGE. . .;
>
> AND THAT
>
> A RELIABLE STRATEGY FOR IMPROVING THE INCOME SITUATION IS ONE WHICH FOCUSES CONTINUED ATTENTION ON HUMAN RESOURCE DEVELOPMENT. NEW EMPHASIS SHOULD BE PLACED ON ADULT BASIC AND VOCATIONAL EDUCATION, MANPOWER TRAINING, AND SIMILAR PROGRAMS WHICH RAISE THE SKILL LEVEL OF THE AVERAGE NORTH CAROLINA LABORER.

GOVERNOR HOLSHOUSER WENT ON TO SAY THAT THE LONG-RANGE PLAN FOR HIGHER EDUCATION, WHICH IS BEING PREPARED BY THE UNIVERSITY OF NORTH CAROLINA ADMINISTRATION WITH OUR HELP, "SHOULD INCLUDE A COMPARISON BETWEEN THE OUTPUTS OF HIGHER EDUCATION PROGRAMS AND EXPECTED FUTURE OCCUPATIONAL PATTERNS IN NORTH CAROLINA."

THE GOVERNOR ALSO SUGGESTED THE NEED FOR:

> A PLAN FOR THE COMMUNITY COLLEGE SYSTEM WHICH WILL ENABLE THESE INSTITUTIONS TO PROVIDE NORTH CAROLINA ADULTS WITH APPROPRIATE OPPORTUNITIES FOR VOCATIONAL AND TECHNICAL EDUCATION AND TRAINING, THE MAJOR STATUTORY PURPOSE OF THE SYSTEM. WE SHOULD RESIST THE TEMPTATION TO DIVERT OUR ENERGIES AND OUR RESOURCES AWAY FROM THIS MAJOR PURPOSE. TRAINING AT THESE SCHOOLS SHOULD BE DESIGNED TO SUPPORT THE GEOGRAPHIC AND OCCUPATIONAL PATTERNS OF ECONOMIC DEVELOPMENT THAT ARE LIKELY TO EMERGE IN THE COMING YEARS.

IN SEPTEMBER OF 1974, THE NORTH CAROLINA DEPARTMENTS OF ADMINISTRATION AND NATURAL AND ECONOMIC RESOURCES PUBLISHED A DOCUMENT PREPARED BY RESEARCH TRIANGLE INSTITUTE AND CALLED ECONOMIC DEVELOPMENT STRATEGY: PHASE I - NORTH CAROLINA ECONOMIC GROWTH MANAGEMENT STUDY. THIS STUDY PROJECTS A REVERSAL IN THE 1970-1980 DECADE OF THE HISTORICAL TREND FOR MORE PEOPLE TO MOVE OUT OF NORTH CAROLINA THAN THE NUMBER WHO MOVE IN FROM OTHER STATES. TO USE THE WORDS OF THE STUDY, "IT IS EXPECTED THAT THE RATE OF OUTMIGRATION WILL BE REDUCED TO ZERO SOMETIME DURING THE FIRST HALF OF THE 1970-1980 DECADE, AND THIS TREND IS EXPECTED TO YIELD NET IMMIGRATION BY THE END OF THE DECADE." IN FACT, MORE RECENT DATA SHOW THAT THE REVERSAL PREDICTED LESS THAN A YEAR AGO HAS ALREADY OCCURRED. ACCORDING TO PROFILE: NORTH CAROLINA COUNTIES, A

DOCUMENT PUBLISHED BY THE NORTH CAROLINA DEPARTMENT OF ADMINISTRATION IN MARCH OF 1975, THERE WAS AN INCREASE OF 0.7 PERCENT IN THE STATE'S POPULATION DUE TO NET IN-MIGRATION FROM APRIL 1, 1970 TO JULY 1, 1973.

THE DEPARTMENT OF ADMINISTRATION EXPANDED UPON GOVERNOR HOLSHOUSER'S EARLIER BUDGET GUIDELINES CALLING FOR INCREASED PERSONAL INCOME AND MODERATE POPULATION GROWTH DISPERSED ACROSS THE STATE, RATHER THAN IN JUST A FEW METROPOLITAN AREAS. ONE MAJOR GOAL PROPOSED WAS STATED AS FOLLOWS:

> THE STATE OF NORTH CAROLINA SEEKS TO RAISE THE PER CAPITA PERSONAL INCOME FOR ITS CITIZENS TO $5,670 WHICH IS EXPECTED TO BE 10 PERCENT GREATER THAN THAT OF THE SOUTHEASTERN STATES BY 1990. IN SO DOING, THE STATE SHALL SEEK AN EQUITABLE DISTRIBUTION OF INCOME FOR THE PEOPLE AND AN ECONOMY WHICH ENHANCES THE QUALITY OF LIFE FOR ITS CITIZENS.

A FURTHER REFINEMENT OF THIS GOAL WAS SUGGESTED, SO THAT "NO MULTI-COUNTY PLANNING REGION WOULD HAVE A PER CAPITA PERSONAL INCOME OF LESS THAN $4,820 IN 1990. (BOTH THE STATE AND REGIONAL TARGETS ARE EXPRESSED IN 1967 DOLLARS.)"

A MAJOR RECOMMENDATION IN THE 1974 ECONOMIC DEVELOPMENT STRATEGY DOCUMENT RELATING TO THE ABOVE GOAL WAS EXPRESSED AS FOLLOWS:

> EXPAND THE POST-SECONDARY TECHNICAL AND VOCATIONAL CURRICULUM OFFERINGS OF THE COMMUNITY COLLEGE SYSTEM BEYOND THOSE IMPLIED BY A CONTINUATION OF RECENT TRENDS. AS SHOWN IN THE CRUZE (1974) STUDY, WHILE THE COMMUNITY COLLEGE SYSTEM HAS MADE DRAMATIC PROGRESS OVER THE PAST DECADE IN ITS TRAINING ACTIVITIES, A CONTINUATION OF RECENT TRENDS WILL BE INADEQUATE TO PROVIDE THE SKILLS REQUIRED BY THE PROPOSED EMPLOYMENT STRUCTURES. INCREASED EFFORTS SHOULD FOCUS BOTH ON ATTRACTING ADDITIONAL STUDENTS INTO THE SYSTEM AND ON RETAINING GREATER PERCENTAGES OF THE STUDENTS THROUGH COMPLETION OF THEIR COURSES OF STUDY.

A SECOND VERY IMPORTANT RECOMMENDATION WAS TO:

EXTEND THE EXTENSION ACTIVITIES OF EACH OF THE STATE'S THREE MAJOR EDUCATIONAL SYSTEMS IN ORDER TO PROVIDE A FLEXIBLE, SHORT-TERM OPPORTUNITY FOR UPGRADING OR RETRAINING MEMBERS OF THE STATE'S OUT-OF-SCHOOL POPULATION WITH LOWER EDUCATIONAL ACHIEVEMENTS . . . NORTH CAROLINA HAS RELATIVELY LARGE PERCENTAGES OF ITS POPULATION WHO HAVE LOW LEVELS OF EDUCATIONAL ACHIEVEMENT. THE SKILLS OF THESE ELEMENTARY, HIGH SCHOOL, AND COLLEGE DROPOUTS CAN BE UPGRADED THROUGH PARTICIPATION IN EXTENSION PROGRAMS, PARTICULARLY THROUGH THE ADULT BASIC EDUCATION AND ADULT HIGH SCHOOL PROGRAMS OF THE COMMUNITY COLLEGE SYSTEM. IN ADDITION, EXTENSION PROGRAMS PROVIDE EXPANDED OPPORTUNITIES FOR MEMBERS OF THE STATE'S WORK FORCE TO UPGRADE THEIR SKILLS.

STILL ANOTHER MAJOR RECOMMENDATION FROM THE SAME STUDY WAS TO:

CONTINUE AN EFFECTIVE SYSTEM OF MANPOWER TRAINING PROGRAMS TO PROVIDE AN ADDITIONAL FLEXIBLE BASIS FOR MEETING CRITICAL SKILL SHORTAGES AND OPPORTUNITIES FOR THE DISADVANTAGED MEMBERS OF THE STATE'S POPULATION TO SHARE IN THE BENEFITS OF ECONOMIC GROWTH. THESE SHORT-TERM MANPOWER PROGRAM TRAINING ACTIVITIES SHOULD BE COORDINATED WITH REGIONAL ECONOMIC DEVELOPMENT STRATEGIES IN ORDER TO PROVIDE APPROPRIATE TRAINING IN ESSENTIAL CRITICAL SKILLS TO MEET THE NEEDS OF NEW AND EXPANDING INDUSTRIES ON A TIMELY BASIS.

ANOTHER DOCUMENT PRODUCED BY A GROUP COMPLETELY OUTSIDE THE DEPARTMENT OF COMMUNITY COLLEGES WAS THE NORTH CAROLINA FUTURES SURVEY I, PUBLISHED BY SOCIAL SYSTEMS, INC. IN FEBRUARY OF 1975 UNDER A GRANT FROM THE CAROLINA POWER AND LIGHT COMPANY. THIS STUDY AGREES WITH A NUMBER OF EARLIER STUDIES THAT EMPLOYMENT IN AGRICULATURE WILL CONTINUE TO DECLINE IN NORTH CAROLINA, AND THAT MANUFACTURING EMPLOYMENT WILL CONTINUE TO INCREASE. IT ALSO PROJECTS A REAL INCREASE OF 108 PERCENT IN PER CAPITA INCOME (1967 DOLLARS) IN THE NEXT 25 YEARS.

THE SOCIAL SYSTEMS/CP & L STUDY SURVEYED A HIGHLY SELECT POPULATION OF 150 PEOPLE, INCLUDING GOVERNMENT OFFICIALS AT STATE, FEDERAL, AND LOCAL LEVELS,

BUSINESS LEADERS, EDUCATORS, JOURNALISTS, AND OTHERS. OVER 61 PERCENT OF ALL RESPONDENTS SAID THEY DID NOT BELIEVE THAT STATE AGENCIES WERE DOING SUFFICIENT PLANNING FOR THE NEXT 25 YEARS.

IN THE SAME STUDY, THE CATEGORY LABELED "TECHNICAL, VOCATIONAL SCHOOLS" RECEIVED 42.5 PERCENT OF THE "VOTES" IN ANSWER TO THE QUESTION, "WHICH ONE OF THESE LEVELS OF EDUCATION WOULD YOU LIKE STATE GOVERNMENT TO EMPHASIZE MOST OVER THE NEXT 25 YEARS? THIS WAS ALMOST EXACTLY DOUBLE THE SECOND HIGHEST PERCENTAGE OF RESPONSES (21.3%) GIVEN TO ELEMENTARY-SECONDARY SCHOOLS. WITH FIVE PERCENT OF THE RESPONSES, COMMUNITY COLLEGES RANKED FOURTH, BEHIND "KINDERGARTEN, PRESCHOOL PROGRAMS" (18.8%) BUT AHEAD OF "UNIVERSITY GRAD, POST-GRAD, RESEARCH" (2.5%) AND "UNIVERSITY, UNDERGRADUATE" (1.3%). IN THE WORDS OF THE AUTHORS:

> IF THE EMPHASIS ON VOCATIONAL TRAINING AND ON COMMUNITY COLLEGES IS COMBINED, 53% OF THE RESPONDENTS FROM PLACES WITH LESS THAN 100,000 POPULATION, AS COMPARED WITH 34% OF THE RESPONDENTS FROM PLACES WITH MORE THAN 100,000 POPULATION EMPHASIZE THIS LEVEL OF EDUCATION.

IN ITS INTERIM MANPOWER PROJECTIONS TO 1980, PUBLISHED IN 1975, THE EMPLOYMENT SECURITY COMMISSION OF NORTH CAROLINA ALSO CALLED FOR THE COMMUNITY COLLEGE SYSTEM TO USE LONG-RANGE EMPLOYMENT PROJECTIONS FOR PLANNING PURPOSES.

NOW, ALL OF THE STUDIES AND REPORTS DISCUSSED SO FAR HAVE BEEN PREPARED BY PEOPLE WHO WERE OUTSIDE THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM. ALL OF THOSE DOCUMENTS WERE ALSO WRITTEN FOR PURPOSES MUCH BROADER THAN THE SYSTEM OF TECHNICAL INSTITUTES AND COMMUNITY COLLEGES.

ANOTHER FEATURE OF THE DOCUMENTS THUS FAR DISCUSSED IS THAT THEY SUGGESTED ONLY VERY BROAD DIRECTIONS FOR THE STATE'S COMMUNITY COLLEGES AND TECHNICAL INSTITUTES.

PLANS OF THE DEPARTMENT OF COMMUNITY COLLEGES

YOU MAY ASK, "WHAT HAVE PEOPLE WITHIN THE COMMUNITY COLLEGE SYSTEM DONE TO SET GOALS AND OBJECTIVES FOR THE FUTURE?"

IN 1970, RESEARCH TRIANGLE INSTITUTE, WITH STAFF ASSISTANCE AND OVERSIGHT FROM THE DEPARTMENT OF COMMUNITY COLLEGES, DEVELOPED A FOUR-VOLUME SERIES TITLED PLANNING FOR THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM. THESE CONSISTED OF A TEN-YEAR STRATEGIC PLAN, A FOUR-YEAR OPERATING PLAN, A TWO-YEAR MODEL BUDGET, AND A SUMMARY AND RECOMMENDATIONS VOLUME. THESE PLANS CALLED FOR AN AVERAGE ANNUAL GROWTH RATE OF 9.4 PERCENT IN "CURRICULUM PROGRAMS" LEADING TO DEGREES AND DIPLOMAS, AND AN AVERAGE ANNUAL GROWTH RATE OF 11.7 PERCENT IN EXTENSION PROGRAMS. APPLYING THESE GROWTH PROJECTIONS TO THE 1968-69 TOTAL UNDUPLICATED HEADCOUNT ENROLLMENTS PRODUCES APPROXIMATELY 510,000 STUDENTS FOR THE 1974-75 SCHOOL YEAR. IN ACTUALITY THE TOTAL SYSTEM ENROLLMENTS ARE ESTIMATED TO BE 20,000 MORE THAN THE PROJECTIONS MADE FIVE YEARS AGO.

THE 1970 PLANS ALSO CALLED FOR EACH INSTITUTION TO "PARTICIPATE FULLY IN THE LONG-RANGE PLANNING EXPERIMENT AND TO DETERMINE REVISIONS THAT SHOULD BE MADE TO THE PLANNING EFFORT," AND FURTHER RECOMMENDED THAT THE DEPARTMENT OF COMMUNITY COLLEGES WORK WITH INSTITUTIONS IN DEVELOPING GOALS AND OBJECTIVES FOR USE IN MEASURING PERFORMANCE.

THE STATE PRESIDENT AND THE PLANNING STAFF THOUGHT IT WOULD BE USEFUL TO REFINE THE VERY BROAD, STATEWIDE ENROLLMENT OBJECTIVES FROM THE 1970 PLANNING DOCUMENTS INTO MORE SPECIFIC OBJECTIVES FOR EACH INSTITUTION. AN OCCUPATIONAL INFORMATION CENTER WAS ESTABLISHED AT FORSYTH TECHNICAL INSTITUTE, SUPPORTED BY FEDERAL VOCATIONAL RESEARCH FUNDS, TO CONDUCT A TWO-YEAR PLANNING PROJECT. THE RESULT OF THIS PROJECT WAS A MODEL SET OF SURVEYS AND PROCEDURES TO ENABLE EACH INSTITUTION TO DETERMINE THE NEEDS FOR GRADUATES OF PARTICULAR OCCUPATIONS IN THE AREA SERVED BY THE INSTITUTION. THREE SURVEY INSTRUMENTS WERE DEVELOPED:

1. AN INSTRUMENT TO SURVEY OR SAMPLE THE PERSONNEL NEEDS OF LOCAL BUSINESS AND INDUSTRY OVER A FIVE-YEAR PERIOD;
2. A FORM TO FOLLOW-UP ON GRADUATES, DROPOUTS, AND "EARLY LEAVERS WITH MARKETABLE SKILLS" OR ELMS, TO DETERMINE WHAT JOBS FORMER STUDENTS HAD OBTAINED, HOW MUCH THEY WERE EARNING, AND WHAT THEY LIKED AND DISLIKED ABOUT THE COURSES AND PROGRAMS THEY HAD TAKEN; AND
3. A SURVEY OF HIGH SCHOOL STUDENTS, TO DETERMINE WHAT PROGRAMS THEY WANTED TO TAKE.

IT SHOULD BE STRONGLY EMPHASIZED AT THIS POINT THAT THERE IS ALMOST NEVER A PERFECT MATCH BETWEEN THE ASPIRATIONS OF HIGH SCHOOL STUDENTS AND THE PERSONNEL NEEDS OF BUSINESS, INDUSTRY, AND OTHER EMPLOYERS. IT IS THE TASK OF THE PRESIDENT AND BOARD OF TRUSTEES AT EACH TECHNICAL INSTITUTE AND COMMUNITY COLLEGE TO EXERCISE THEIR OWN JUDGMENTS IN REACHING A BALANCE BETWEEN WHAT STUDENTS WANT AND WHAT IS EXPECTED TO BE AVAILABLE IN THE LABOR MARKET IN THE YEARS AHEAD.

A COMPANION PROJECT WAS CONDUCTED AT LENOIR COMMUNITY COLLEGE, ALSO WITH FEDERAL FUNDS FROM OUR OCCUPATIONAL RESEARCH UNIT, TO DEVELOP COMPUTERIZED PROCEDURES FOR PROCESSING THE SURVEY DATA COLLECTED.

IN AUGUST OF 1973, THE STATE BOARD OF EDUCATION ADOPTED A POLICY REQUIRING EACH COMMUNITY COLLEGE AND TECHNICAL INSTITUTE TO DEVELOP A LONG-RANGE PLAN.

BASED ON DEPARTMENT REVIEWS OF ALL THE INSTITUTION LONG-RANGE PLANS, THE EXECUTIVE COMMITTEE OF THE PRESIDENT'S ASSOCIATION HAS ADOPTED A RESOLUTION TO WORK WITH THE PLANNING OFFICE OF THE DEPARTMENT OF COMMUNITY COLLEGES IN DEVELOPING A UNIFORM FORMAT FOR REVISED INSTITUTION PLANS. AMONG OTHER IMPROVEMENTS, THIS IS EXPECTED TO PERMIT ADDING ALL NUMERICAL INSTITUTION ENROLLMENT PROJECTIONS TO A STATEWIDE TOTAL. THIS IN TURN SHOULD PRODUCE BETTER DATA FOR THE STATE OCCUPATIONAL EDUCATION PLAN AND FOR FUTURE BUDGET REQUESTS TO THE GENERAL ASSEMBLY.

WITH CONSULTATION AND OVERSIGHT FROM THE DEPARTMENT OF COMMUNITY COLLEGES, RESEARCH TRIANGLE INSTITUTE IS REVISING ITS 1970 PLANNING SERIES. THE FULL SERIES WILL INCLUDE: A 1975-85 STRATEGIC PLAN, A 1975-80 OPERATING PROGRAM, A 1977-79 MODEL BUDGET, AND A DOCUMENT DESCRIBING PROCEDURES FOR LOCAL INSTITUTIONS TO USE STATEWIDE AND MULTICOUNTY PLANNING REGION DATA FOR THEIR OWN PLANS.

THE FIRST REVISED PLANNING DOCUMENT, THE 1975-85 STRATEGIC PLAN, HAS ALREADY BEEN PUBLISHED. IT PROJECTS TRAINING REQUIREMENTS BY OCCUPATION AND BY REGION. THESE PROJECTIONS CALL FOR THE COMMUNITY COLLEGE SYSTEM TO PRODUCE AN AVERAGE OF OVER 530,000 GRADUATES PER YEAR. THE AVERAGE NUMBERS OF STUDENTS NEEDED TO ENROLL EACH YEAR ARE 215,000 IN OCCUPATIONAL EXTENSION PROGRAMS, 165,000 IN ADULT GENERAL, 106,000 IN ADULT HIGH SCHOOL, 60,000 IN ADULT BASIC, 53,000 IN TECHNICAL, 34,000 IN GENERAL EDUCATION, 29,000 IN VOCATIONAL, AND 18,000 IN COLLEGE TRANSFER PROGRAMS, FOR A TOTAL ANNUAL AVERAGE OF 680,000 STUDENTS. THIS VOLUME ALSO PROPOSES 22 GOAL STATEMENTS FOR THE COMMUNITY COLLEGE SYSTEM. THE SECOND VOLUME, THE 1975-80 OPERATING PROGRAM, IS NOW READY FOR PUBLICATION. IT SHOWS A NEED FOR OVER ONE MILLION STUDENTS PER YEAR TO ENROLL IN TECHNICAL INSTITUTES AND COMMUNITY COLLEGES BY 1980-81. THIS WOULD APPROXIMATELY DOUBLE THE 1974-75 ENROLLMENT.

THE PROVISION OF STATEWIDE SERVICES IS OUR SECOND MAJOR TYPE OF PLANNING ACTIVITY. EXAMPLES OF SUCH STATEWIDE PLANNING SERVICES ARE THE MANY REPORTS ON STUDENTS AND INSTITUTIONAL PERSONNEL DEVELOPED BY THIS OFFICE, AND THE PERSONNEL SALARY STUDIES. IN THE FUTURE, THESE STUDIES WILL BE REPEATED IN COMPUTER PROCESSED FORM, PROBABLY TWICE A YEAR, TO PROVIDE INFORMATION NEEDED BOTH FOR BUDGETARY PURPOSES AND TO SATISFY THE REPORTING REQUIREMENTS OF OUR DESEGREGATION PLAN. THE DESEGREGATION PLAN, DEVELOPED IN COOPERATION WITH THE UNIVERSITY OF NORTH CAROLINA GENERAL ADMINISTRATION IN 1974

UNDER A FEDERAL COURT ORDER, ENCOURAGES INDIVIDUAL TECHNICAL INSTITUTES AND COMMUNITY COLLEGES TO DEVELOP AFFIRMATIVE ACTION PLANS. IT ALSO REQUIRES A STATEMENT OF ANTICIPATED DESEGREGATION IMPACT FOR EACH PROPOSED NEW CURRICULUM AND EACH PROPOSED FACILITIES CONSTRUCTION PROJECT.

ANOTHER IMPORTANT EXAMPLE OF THIS TYPE OF PLANNING IS IN PREPARING THE ANNUAL PLAN PLAN OF WORK (NOW CALLED A PROGRAM PLAN) FOR OUR DEPARTMENT. ALTHOUGH THIS HAS BEEN REQUIRED FOR EACH DEPARTMENT SINCE THE GENERAL ASSEMBLY PASSED THE 1971 EXECUTIVE ORGANIZATION ACT, THIS YEAR IS THE FIRST TIME THAT DEPARTMENTAL GOALS AND OBJECTIVES HAVE BEEN CROSS-REFERENCED BETWEEN THE PROGRAM PLAN AND OUR BUDGET REQUEST. IN OTHER WORDS, THE IDEA OF THE OFFICE OF STATE BUDGET AND THE OFFICE OF STATE PLANNING IS THAT DEPARTMENTS WILL BE FUNDED TO ACCOMPLISH STATED GOALS AND OBJECTIVES.

THE THIRD MAJOR TYPE OF ACTIVITY IS IN HELPING INSTITUTIONS WITH THEIR OWN PLANNING PROJECTS. THIS TYPE IS REALLY ONLY A SHIFT IN EMPHASIS FROM THE SECOND TYPE. INVOLVEMENT OF DEPARTMENT OF COMMUNITY COLLEGES PERSONNEL IS REQUIRED IN SOME LOCAL PROJECTS OF THIS TYPE IN ORDER TO OBTAIN STATE BOARD APPROVAL, SUCH AS IN THE CASE OF A PROPOSED ADDITION OF A COLLEGE TRANSFER PROGRAM. OTHER LOCAL PROJECTS ARE WITHIN THE SCOPE OF LOCAL BOARD AUTHORITY, BUT INSTITUTIONS MAY STILL WANT STATE-LEVEL HELP. ILLUSTRATIONS OF THIS TYPE ARE THE COASTAL PLAINS AND APPALACHIAN CONSORTIUMS OF INSTITUTIONS, FUNDED DIRECTLY BY FEDERAL TITLE III HIGHER EDUCATION FUNDS. THESE

PROJECTS ARE FUNDED FOR THE PURPOSES OF IMPROVING INSTRUCTION AND LOCAL ADMINISTRATIVE CAPABILITIES. IN BOTH OF THESE CASES, WE ATTEND PLANNING MEETINGS, SOMETIMES PARTICIPATE IN WORKSHOPS AND CONFERENCES, AND HELP TO EVALUATE THEIR PROGRAMS AND PROJECTS. WE ALSO CONSULT WITH CONSORTIUM REPRESENTATIVES AND FEDERAL OFFICIALS IN REGARD TO OBTAINING FUNDS FOR THEM.

NOW, WE'D LIKE TO TAKE ABOUT TWO MINUTES TO SUMMARIZE THE IMPLICATIONS OF WHAT WE'VE SAID ABOUT PLANNING AT THE STATE LEVEL.

- FIRST, THE DEVELOPMENT OF STATEWIDE GOALS, OBJECTIVES, POLICIES, AND PROCEDURES CANNOT GO ON IN A VACUUM IN RALEIGH. TO BE EFFECTIVE, THIS PROCESS REQUIRES LITERATURE REVIEWS, DISCUSSIONS WITH MANY STATE AND LOCAL OFFICIALS AND PRIVATE CITIZENS, THE OCCASIONAL USE OF OUTSIDE CONSULTANTS, AND SPECIALLY DESIGNED STUDIES CONDUCTED BY DEPARTMENT STAFF.
- SECONDLY, EACH INSTITUTION'S PRESIDENT, BOARD, AND STAFF MUST DEVELOP ITS <u>OWN</u> LONG-RANGE PLAN, BASED ON THE BEST DATA IT CAN COLLECT, AND ON LOCAL JUDGMENTS AS WELL.
- THIRD, IT IS CLEAR THAT MANY INDIVIDUALS AND GROUPS, RANGING FROM THE GOVERNOR AND DEPARTMENT OF ADMINISTRATION TO BUSINESS AND INDUSTRY LEADERS AND AVERAGE CITIZENS, BELIEVE THERE HAS BEEN A STRONG CAUSE-AND-

EFFECT RELATIONSHIP BETWEEN THE COMMUNITY COLLEGE SYSTEM AND THE EDUCATIONAL AND ECONOMIC DEVELOPMENT OF THE STATE. THOSE SAME PEOPLE ALSO BELIEVE THAT A VIGOROUS AND EXPANDED COMMUNITY COLLEGE SYSTEM IS VITALLY NECESSARY TO ASSURE CONTINUED PROGRESS IN THE FUTURE.

HOWEVER, DESIRED LEVELS OF FUTURE PROGRESS DEPEND, IN MY JUDGMENT, ON THREE MAIN FACTORS:

1. EFFECTIVE LONG- AND SHORT-RANGE PLANNING;
2. INTELLIGENT, ENERGETIC PEOPLE AT ALL LEVELS THROUGHOUT THE SYSTEM; AND
3. ADEQUATE FINANCIAL SUPPORT.

WE ARE CONVINCED THAT IF THE COMMUNITY COLLEGE SYSTEM DEVELOPS EFFECTIVE PLANS AND EFFECTIVE PEOPLE, IT WILL OBTAIN THE FUNDS NECESSARY TO ACHIEVE ITS GOALS AND OBJECTIVES.

UNIVERSITY OF CALIF.
LOS ANGELES.
SEP 8 1975
CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION